

**THE CORRELATION BETWEEN THE HABIT OF WATCHING
ENGLISH MOVIES AND PRONUNCIATION MASTERY OF THE
STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM
SRIWIJAYA UNIVERSITY**

A THESIS

by

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Student Number: 06011181320026

English Education Study Program

Language and Arts Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

INDRALAYA

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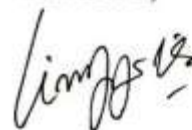
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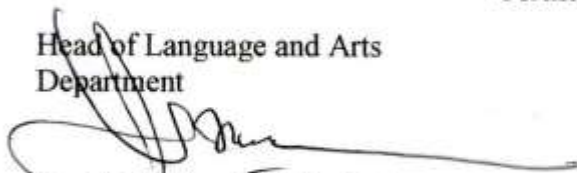
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DECLARATION

I, the undersigned,

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certify that thesis entitled "The Correlation between the Habit of Watching English Movie and Pronunciation Mastery of the Students of English Education Study Program Sriwijaya University" is my own work, and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic Indonesia Number 17, 2010, regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Indralaya, December 2019

The Undersigned,



Sherly Veronica

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DEDICATION

This thesis is dedicated to my beloved parents, Susanto and Sairo who always encourage me to finish this study. Thank you for your support, prayer, patience and everything. My beloved brothers, Azizi Alzam, Noval Valentino and Bara Erlambang thank you for keep me strong and tough. No words can describe how you all mean a lot to me and thank you for loving me unconditionally. I love you so much.

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"Flowers do not bloom at the same time"

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Indralaya, December 2019

The writer,



Sherly Veronica

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THE CORRELATION BETWEEN THE HABIT OF WATCHING ENGLISH MOVIES AND PRONUNCIATION MASTERY STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM OF SRIWIJAYA UNIVERSITY

Abstract: According to AMEP research center (2002), pronunciation refers to the production of sounds to convey meaning. It includes the production of segmental phonemes like consonants and vowels, and suprasegmental phonemes like intonation, stress, pitch, timing and rhythm. This article presents the result on a correlation study between students' habit of watching English movies and pronunciation of students of English education study program Sriwijaya University. The habit of watching English movies is the predictor variable and students' pronunciation mastery is the criterion variable. Random sampling technique was used in this study to get the sample. There were 222 students of second, fourth and sixth semester students of Palembang and Inderalaya campuses, 143 students were chosen randomly using Slovin Formula. The data were analyzed by using Pearson Product Moment Correlation Coefficient on SPSS version 21. The result of this study showed the significant (2-tailed) value is 0.132. It was higher than 0.05 so it means that there was no significant correlation between the habit of watching English movies and students pronunciation mastery on vowel sounds. The null hypothesis (H_0) is accepted and consequently, the research hypothesis (H_1) is rejected. Briefly stated, there was no correlation between students' pronunciation mastery and habit of watching English movies. Therefore, habit of watching English movies did not significantly influence students' pronunciation mastery.


Keywords: Pronunciation Mastery, Habit of Watching English Movies, Students of English Education

A thesis by an English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University.

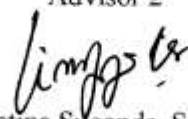
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CHAPTER 1

INTRODUCTION

This chapter presents (1) the background, (2) the research questions, (3) the objectives of the study, (4) and the significance of the study.

1.1 Background of Study

English is one of the most spoken languages in the world. According to Crystal (1997), English is now spoken by more than two billion people with different accents and competency level. Nowadays, although English is a foreign language in Indonesia, it serves as a compulsory subject in schools in Indonesia (Lauder, 2008; Mattarima & Hamdan, 2011). It is taught in elementary school up to university. The objectives of teaching English at school are to help students to know themselves, their cultures, English cultures and to express their ideas, feelings, and participations in English (Depdiknas, 2006).

There are some skills and aspects of language which are important to be learned by students, that is, listening, speaking, reading, writing, vocabulary, grammar and pronunciation. According Haghghi and Rahimy (2017) one of the most difficult aspects of language is pronunciation. According to AMEP research center (2002), pronunciation refers to the production of sounds to convey meaning. It includes the production of segmental phonemes like consonants and vowels, and suprasegmental phonemes like intonation, stress, pitch, timing and rhythm.

There are some problems in learning pronunciation faced by learners in learning English. Lanteigne (2006) confirms that some difficulties in learning English pronunciation occur due to the fact that some of English sounds do not exist in their mother tongue. For example, English sounds such as [v], [θ],[ð], [ʒ], [dʒ], and [tʃ] do not exist in Indonesia (Moeliono & Dardjowidjojo, 2003, p. 55). Furthermore, the way of pronouncing one particular sound may be different based on “the position of the sound in the word” (Prator & Robinett, 1972, pp.86-88).

As the consequences of these difficulties in learning pronunciation, Indonesian learners tend to generate errors in pronouncing English words correctly.

The responsibility of teachers to teach and train learners to speak English with correct pronunciation is the key success of learners' pronunciation. Meanwhile, a lot of teachers do not pay attention to English pronunciation (Hammer, 2001). Pronunciation does not seem really important as the other language aspect. English teachers do not persuade the learners to study pronunciation and pronounce English correctly. The teacher should show the learners about correct pronunciation at a very beginning of learning process and give them more practices. Once teachers teach learners wrong pronunciation, learners will repeat it and keep pronounce it wrongly over and over.

The importance of having a good pronunciation is always related to the aim of communication. As we know language is a tool of communication. As stated by Morley (1991, p.488), pronunciation is an essential component of communication competence. It is generally recognized if pronunciation is the first and most important thing of the native speaker notices during a conversation. Knowing grammar and vocabulary is important but it is useless if the speaker is unable to pronounce these words correctly. Furthermore, native speakers more likely understand the speaker who speaks with grammatical errors more than the speaker who uses incorrect pronunciation. When there is mispronunciation, the simplest words will prevent the speaker from communicating effectively in English. In addition, there are some activities for learners to help them have a good pronunciation. From a very simple thing to do, learners should always use a dictionary to find the correct pronunciation. Furthermore, they must listen to native speakers, how their pronunciation and their accents. Instead of listening to lessons, they can listen to English songs or watch movies. After that, they should practice it extensively. At last, doing a lot of practice will really help learners have good pronunciation.

It is known that technology develops really fast among learners. There are a lot of media which can support the learning process nowadays. Comparing to the learning process in the school, learners are more interested in using media to

get information. The most common media used by learners are audio visual. Audio visual media really help learners to learn the lesson easily. Natoli (2001) stressed that audio visual materials are important in the teaching and learning process because most people remember things better, for whatever they see. Also, audio visual resources can therefore contribute the clarity of information presented by allowing learners to visualize what is learned.

Comparing the teaching learning processes of language in the classroom, learners prefer the learning process outside the classroom. As stated before, audio visual media help learners to get information especially when they learn by themselves. However, human being learns more easily and faster by audio visual process than by verbal explanation alone. Talking about audio visual media for learning English, there are many materials which can be found by learners such as from video, movie, TV program etc. In this research, the writer chooses the movies as the audio visual media to learn English.

Watching movies among learners become their favorite activity in their free time. University learners commonly watch movies. They are a target market that watches a great number of movies each year. According to SMRB (Simmons Market Research Bureau) data, young people generally tend to be more frequent moviegoers. MPAA (Master of Public Policy and Administration) statistics show the 18-24 and 25-39 are the two largest frequent-moviegoing age groups, representing 31% of US population. Unlike the 80's, where it was generally close to imagine that university learners would watch movies as opposed to art films. They prefer larger multiscreen movie theatres or smaller art cinemas (Varga, 2005). On the other hand, we can say if we live in the new age of digital multimedia where movie contributions is facing major changes as well as the general methods of how the costumers information or try to measure the value of the certain title especially when it comes to internet (Deak, 2008). This globalization has also brought changes in any fields (Jaya, 2016). Therefore, learners in this globalization era cannot be separated with internet. The globalization has brought changes in any fields (Jaya, 2016). By using internet, learners can watch or download movies every time and everywhere. They can

repeat watching the movies or pause the part they do not understand yet and learn many things more than watching movies in theater or cinema.

Back to the topic of using movies as a medium to learning English, movies and TV programs are made for native speakers, so in that sense video provides authentic language input (Katchen, 2002). English movies are available for a full range of language input by the appreciation of plot and the subtitles which can be used for reading. The real context will help students in a natural communication environment in language learning, also to enable learners have a deeper understanding by using the corresponding English language, then put what they have learned in English movies such as, words, sentences, word categories and so on into following language communication. So by using English movies to learn English, learners can improve their listening and speaking. They can also enlarge their vocabulary and absolutely make their pronunciation and intonation better. This absolutely helps learners learn pronunciation in English because it shows learners how native speakers pronounce English correctly.

There have been some studies about correlation between watching movies and pronunciation ability. The research study done by Hidayat in 2012 entitled "Relationship between Watching Films and Students' Pronunciation Mastery among Seventh Grade Students at SMPN 1 Pakem in the Academic Year 2011/2012". The population in this research is 60 students from the seventh grade. The process of sample selection is randomized, using the techniques of simple random sampling. The test was given to 40 students that represent the criteria. The result with the test product moment correlation obtained as $r_{count} -0.116$; r_{table} of 0.312; with significance 0.477 is greater than 0.05 ($sig > 0.05$). Because of the value of r_{count} is less than r_{table} and significance values greater than 0.05, so the hypothesis if there is a positive and significant relationship between watching films and students' pronunciation mastery among the seventh grade students at SMPN 1 Pakem is rejected. It means the researcher still did not find if there is a positive and significant relationship between watching films and students' pronunciation mastery.

The previous study is conducted in junior high school level. In this study, the writer conducted the research in the university level. As we know, learners in university often watch movies compared to the learners in other education levels. The previous study did the research about pronunciation in junior high school level but it did not find if there was a positive and significant relationship between watching films and students' pronunciation mastery. Therefore, the writer conducted a study entitled "The Correlation between the Habit of Watching English Movie and Pronunciation Mastery of the Students of English Education Study Program Sriwijaya University". This research found the different result from the previous study if there is positive result about the correlation between the habit of watching English movie and pronunciation mastery.

1.2 The Problems of the Study

The problems of study are formulated in the following questions:

1. Is there any significant relationship between habit of watching English movies and pronunciation mastery of the students of English Education Study Program in Sriwijaya University?
2. Is there any significant influence of habit in watching English movies on pronunciation mastery of the students of English Education Study Program in Sriwijaya University?

1.3 The Objectives of the Study

Based on the study above, the objectives of the study are:

1. To find out whether or not there is a significant correlation between habit of watching English movies and pronunciation mastery of the students of English Education Study Program in Sriwijaya University.
2. To find out whether or not there is significant influence of habit of watching English movies on pronunciation mastery of the students of English Education Study Program in Sriwijaya University.

1.4 The Significance of the Study

The findings of this study hopefully can give useful contribution to the English teachers, learners and the writer. For the English teachers, the writer expects if they can use English movies as the alternative solution to help learners learn pronunciation more effectively. Then, for the learners, the writer hopes if they can improve their pronunciation ability by using English movies. Last, for the writer herself, hopefully this study will improve her English and give her valuable experience in conducting a correlation research.

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